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1913-14.

Central State Normal S

EDMOND, OKLAHOMA



Prospectus for 1913-1914, and
Manual of Suggestions on Rural
School Community Center Work

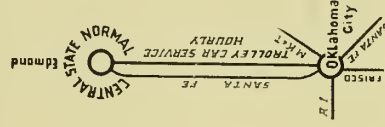


EDMOND



BELLE ISLE

The Central State Normal is closely connected with the Metropolis of the State by Electric Interurban, furnishing hourly service, and through Oklahoma City with the rest of the State by direct trunk line steam roads.



TERMINAL STATION - OKLAHOMA CITY



*Winding drives bring the students of C. S. N. against nature almost tropical in its rich beauty.
Approaching south door of Administration Building, summer 1913.*



Students approach building through a garden of flowers. The front approach to Administration Building, summer 1913.



*Rounding a corner towards
the Training School Building,
Petunias, Zinnias, Spice Pinks,
Shady Retreats, and then above
the face of the Big Tower Clock*



1. Teachers should live where children would find it a positive delight.
2. 1300 teachers enjoyed going in and out here in Summer 1913.
3. The way towards C. S. N. sometimes called Lover's Lane.
4. Teachers deserve the brightest spots and best of any workers of the world, and C. S. N. gives them like this.



Grass, then winding walks, and out into color and delight is the order of living about Old North Building, C. S. N. -1913.

A FOREWORD



STATE NORMAL SCHOOL should be everything a good school should be. John Locke said that we are disposed to feed others from the same porridge spoon of knowledge as that by which we were fed. This is but another way of stating that the school life in which she lived is the school life which the teacher afterwards gives. Still another way to put it is, we learn best to do by doing.

Believing this, this institution is selecting its faculty just as the best school and any school should select its teaching force. It is paying tribute to scholarship and in its list of teachers you will find the leading normal schools and universities of the land represented.

It shall try its best to solve that almost unsolvable problem of wedding scholarship to teaching skill. As every sensible school should do, if either must be sacrificed, the teacher will stay and the mere scholar will be discarded.

It will place manhood and womanhood in its teaching force above all mere scholarship or skilled method. No soul groveling in petty gossip, malice, and disloyalty shall find refuge here. She teaches best who feels the hearts of all within her breast and rates their strength and weakness by her own. A teacher shall be judged here by noble graces and retained here because of noble deeds. The teachers of this school will hold their places because they are indefatigable toilers and noble, inspiring leaders.

The methods in this State Normal must be everything that is progressive and practical. It will furnish theory and practice from kindergarten to finishing class in Normal College, bearing the stamp of approved schools of pedagogy throughout the land. There is no excuse for a teachers' school living when its methods are antiquated and its view point is found among the bones of dead theories.

The greatest effort will be made to furnish the student teacher with the ideal practice school, the ideal model school, the ideal Normal School, by furnishing every class room with a teacher who is at every point and moment a consummate power and an inspirational force.

A true Normal School should have little or no academic work to give. Its main business should be to teach students to classify knowledge, to develop skill in its impartation, and to discover channels where young life or all life can be most safely launched. This school may be deprived of this ideal sphere until Oklahoma, with all America, moves to that plane, but it is not going to sit down and wait. It is going on to meet that ideal by blending the academic with the great current of human needs.

Literature will be sweetened and enriched by a discussion and study of the "Back-to-the-Farm-Movement." Geography and Nature study will be brought out of books back into God's real world—the School Garden. Art in studio will be forced to join hands with picture study in every department and year, while school room and school ground decoration will be so much the actual life of each pupil that student teachers will never forget the truth that every pupil deserves the best environment in life possible. Physiology and physical training are leading to wonderful health and playground crusades. The disciplinary values of mathematics are rendered flexible and graceful by the forensic arts and the coming teacher is being grounded in the belief that for every impression there should be equivalent powers of expression.

A revival of the old country literature and debating club is demanded. Absorptive sciences are surrounded by expressive Arts of Music and Cookery, while Manual Training is not only seen but manual doing is emphasized until the students of that department



build not only benches to sit upon, things beautiful for halls and rooms, but verily a house to teach and live in.

So Central State Normal is a real community or social center. A place to learn by living joyfully. It is a school where a band of workers toil some and play some, counting one as useful and divine as the other; a school in the world rather than one indoors—an institution knowing its community, the town of Edmond, the county and state of Oklahoma, and serving them, and if possible growing a little every day in disposition to serve.

A PUPIL'S VIEWPOINT

(Remarks of Barney W. Herrin, Assembly Hour, July 16, 1913.)

The Southwestern Students' Conference was held at Winslow, Arkansas, from June 13 to 22. Nearly all the men present arrived on June 13. The colleges that had much college spirit could be easily detected through their representatives.

There were thirty-six institutions represented at the conference from the states of Texas, Louisiana, Mississippi, Alabama, Tennessee, Arkansas and Oklahoma.

Some of the speakers and leaders present were: Dr. Arch Trawick of Nashville, Tenn.; Prof. F. L. Jewett of the University of Texas; Prof. C. H. Brough of the University of Arkansas; Prof. A. A. Kern of Millsaps College, Miss.; President R. E. Vinson of the Austin Theological Seminary; Mr. Clifford Rowe of Chicago; Mr. Johann Reyneke, International Y. M. C. A. Secretary of South Africa; Mr. Vorhees, Y. M. C. A. Secretary of Japan; Dr. W. D. Weatherford, and other Y. M. C. A. Secretaries of the Southwest.

We had regular class work, each class period being one hour. The class study was carried on from 8 a. m. till noon. All evening was given to Athletics or other amusements, and then study work from 7 p. m. until about 10 p. m.

I shall take the time here to speak of the Athletics. Oklahoma won the championship in three of the five athletic events, which were tennis, basketball and track. Mr. McCauley had the honor of being Captain of the basketball team. In the track meet Oklahoma University won first place with fifty points; Louisiana University second with thirty-five points, and Central State Normal

third with twenty points; Texas University five; Northwestern State Normal of Oklahoma four, and East Central State Normal of Oklahoma one.

I am delighted to bring back to you the news that of all the problems advocated at the Conference that should be put into active force in our Colleges, Central State Normal is leading the South in the new movements.

I was in a class called "Present Day Social Problems." In this class were men from nearly every one of the thirty-six Colleges represented at the Conference.

One of the first problems discussed was the moving picture machine, of which Mr. Dome has just now made announcements regarding pictures for tonight. The Conference men said that every College should have one and even every school. Of all the Colleges represented only one other school besides Central State Normal reported a moving picture machine and that school is Sam Houston Normal of Sam Houston, Texas.

They advocated the use of the phonograph in our schools so as to furnish amusement to the pupils and at the same time instill in the child a love for music.

Only two or three men reported a phonograph in their College and Central Normal was one of the number; for only a few minutes ago you were listening to this phonograph with the greatest of interest.

The leaders of the Conference laid special stress on the movement whereby our College professors can help the people in the rural districts. They said that the trained College men should go into the rural districts and teach the people how to have a better grade of stock, and better agricultural products. No College present reported that their professors were doing these things except Central Normal, for we all know that Prof. Ives and Jamieson have been doing this very thing during the past winter and spring.

They said that the Domestic Science teacher should also go to the rural districts and help the women by actual "demonstration," and Miss Starr has been doing this very thing.

I am hoping that President Evans will continue to impress these things on our minds. Friends, the greatest message I have for you in my report of the Y. M. C. A. Conference is that Central State Normal is leading the South in new movements.

SOME INTERESTING COMPARISONS

Maintenance for 17 Departments, 1912-13.....	\$7,198.00
Average maintenance of each Department.....	423.00
Name of School—	Funds Attendance Per Pupil Excess
Kirkville, Mo.	\$116,000.00 1,450 \$80.00 \$48.10
Emporia, Kan.	196,000.00 2,531 75.64 43.74
Colorado Normal	78,980.00 1,637 47.63 15.73
CENTRAL	50,795.00 1,564 31.90

AVERAGE NUMBER OF STUDENTS TO TEACHER.

CENTRAL, 56; Emporia, 25; Kalamazoo, 24; San Marcos, 21; Wisconsin Normals, 34; Warrensburg, Mo., 31, and Richmond, Ky., 42.

ENROLLMENT.

This and last year has marked the largest enrollment and best average attendance ever known in the history of this institution. The following figures are for a year, extending from June 15th to June 15th. This plan was adopted by former administrations here. If taken from Sept. 1st to Sept. 1st, the enrollment this year would be larger.

ENROLLMENT BY YEARS.

1907, 1,013; 1908, 1,146; 1909, 1,654; 1910, 1,685; 1911, 1,362. Present administration—1912, 1,564; 1913, 1,914.

GAIN OR LOSS OVER PRECEDING YEARS.

1908, 13% gain; 1909, 44% gain; 1910, 1% gain; 1911, 20% loss; 1912, 20% gain; 1913, 30% gain. This year's gain over and preceding year, 14%.

ENROLLMENT IN NORMAL SCHOOL PROPER.

1909, 1,388; 1910, 1,419; 1911, 1,168; 1912, 1,308; 1913, 1,714.

GAIN.

1909, 2¼%; 1910, 23% loss; 1911, 12% gain; 1912, 31% gain; 1913, 30% gain. This year's gain over any preceding year, 20%.

LIFE DIPLOMA GRADUATES.

The fruit of a Normal School is shown by its graduate classes. NUMBER—From 1897 to 1911, 286; 1910, 34; 1911, 18; 1912, 31; 1913, 105. GAIN OR LOSS—1910, 33% loss; 1911, 39% loss; 1912, 72% gain; 1913, 240% gain. Gain this year over any previous year, 106%. You will see that Central Normal has taken its place with the larger Normal Schools of America.

TWO-YEAR STATE CERTIFICATES.

This appeared for the first time in 1911. It has proved a great incentive to the high School graduate. Number of Two-Year State Certificates issued: 1912, 38; 1913, 75; total number, 113. Total number of Professional Certificates issued in last two years, 249.

ENROLLMENT BY COUNTIES.

Atoka, 1; Beaver, 1; Beckham, 19; Blaine, 7; Caddo, 27; Canadian, 25; Carter, 72; Cimarron, 1; Cotton, 14; Cleveland, 32; Coal, 1; Comanche, 10; Craig, 1; Creek, 11; Custer, 6; Delaware, 1; Ellis, 1; Garfield, 22; Hughes, 1; Garvin, 98; Grady, 85; Grant, 8; Greer, 41; Harmon, 20;

Haskell, 1; Jackson, 46; Jefferson, 27; Johnston, 9; Kay, 12; Kiowa, 32; Kingfisher, 25; LeFlore, 5; Lincoln, 45; Logan, 58; Love, 1; Major, 2; Marshall, 1; Murray, 13; Muskogee, 2; McClain, 39; Noble, 5; Nowata, 2; Okfuskee, 10; Oklahoma, 556; Okmulgee, 2; Osage, 13; Ottawa, 3; Pontotoc, 5; Pushmataha, 5; Rogers, 3; Seminole, 15; Sequoyah, 14; Stephens, 23; Texas, 2; Tillman, 9; Tulsa, 23; Wagoner, 1; Washington, 9; Washita, 4; Woods, 1. Total from Oklahoma, 1,640.

Enrollment From Other States—Arkansas, 21; Colorado, 2; Indiana, 3; Illinois, 1; Iowa, 4; Kansas, 7; Kentucky, 1; Missouri, 6; Nebraska, 2; New Mexico, 3; North Carolina, 1; Ohio, 1; Pennsylvania, 1; Tennessee, 1; Texas, 20. Total from other states, 74.

TOTAL ENROLLMENT IN NORMAL SCHOOL PROPER..... 1,711
TOTAL ENROLLMENT IN TRAINING SCHOOL..... 200

GRAND TOTAL FOR YEAR 1913..... 1,914

THE ANNUAL ENROLLMENT HERE EQUALS MOST OF THE NORMAL SCHOOLS OF AMERICA, AND SURPASSED BY NONE OF THE SOUTH AND WEST.

SUMMER TERMS.

Number enrolled in 1911, 587; 1912, 810; 1913, 1,286.

Number taking credit work: 1911, none; 1912, 489; 1913, 1080.

GROWTH IN PER CENT. OF SUMMER SCHOOLS.

1912, 38%; 1913, 50%. Growth of Summer School in two years, 70%. Growth in per cent. of credit pupils, 1913 over 1912, 74%.

No Normal School in the United States can show greater growth than this.

MATERIAL IMPROVEMENTS, 1912-1913.

THE TRAINING SCHOOL MADE OVER. Plaster, dirty paper, etc., torn off and attractive rooms furnished.

THE ART DEPARTMENT. This treated as the Training School. Within the last six months this suite of rooms has been entirely made over and the Department made as attractive as any in the South.

THE DOMESTIC SCIENCE DEPARTMENT last September was unsightly and unsanitary. Today two of the most attractive rooms to be found in the state are at our command.

FOR COMPLETE COURSE OF STUDY

ADDRESS

REGISTRAR, C. S. N.
EDMOND, OKLAHOMA

CENTRAL STATE NORMAL SCHOOL

EDMOND, OKLAHOMA

CENTRAL STATE NORMAL SCHOOL FACULTY, 1912-1913

CHARLES EVANS, B. Sci., M. A., President and Supervisor of Departments.

B. F. NIHART, B. S., A. B., Pedagogy, Psychology, and Director of Training Department.

MOSES E. WOOD, M. A., Philosophy and History of Education.

S. M. SEWELL, M. S., Mathematics.

S. J. PAYNE, B. S. D., Assistant Professor in Mathematics.

FRANCIS CORAM OAKES, A. B., English.

ANNIE GARNER-TIHORTON, Assistant Professor in English.

MAUDE ANNA AMBRISTER, A. B., Assistant Professor in English

FRANCES D. DAVIS, Teacher of Reading.

GEORGE J. WILLIAMS, Assistant Professor in English.

History.

MARGARET J. MITCHELL, M. A., Assistant Professor in History.

OTTO W. JEFFRIES, A. B., Ph. B., Foreign Languages.

CECELIA GILLMORE, Assistant Professor in Foreign Languages.

JOHN DAVIS, B. S., Physics and Chemistry.

CLYDE M. HOWELL, Assistant Professor in Physics and Chemistry

W. C. JAMIESON, A. B., Biology.

FRED H. WES, A. B., B. S. C., Agriculture and Geography.

VERNE O. WILSON, Manual Training.

HETTIE E. STARR, Domestic Science.

SUSAN DEGRAFF, Public School Music, and Director of Choruses

JACK LONDON, Penmanship and Director of Orchestra and Band.

GRACE BAKER, Drawing.

ELSA FISHER, Physical Education for Girls.

CHARLES WANTLAND, A. B., Physical Education for Boys, Assistant in History.

EMMA ESTILL, Assistant Professor in English and History.

HETTY B. WILMANS, Kindergarten.

CARRIE BURKS, Critic Teacher, Primary Grades.

ALICE B. TRAVER, Critic Teacher, Intermediate Grades.

FAY BOONE, Critic Teacher, Grammar Grades.

MARGUERITE BROWN, B. M., Piano.

RUBY CANTON, Librarian.

ETHEL M. CARDIFF, Secretary.

RICHARD THASSLER, Engineer.

J. G. SMITH, Custodian of Administration Building.

CHARLES BOYER, Custodian of Training School Building.

REVISED COURSES OF STUDY

COURSE A.

This Course will Give Opportunity to Major in Science.

Fall—
226—Algebra
51—Gram. & Comp.
76—Ancient History
71—Reading

229—Geometry
57—Comp. & Rhet
78—Mod. History
(177—Zoology or
(182—Botany or
(155—Chemistry

151—Physics
201—Phy. Geog.
188—Physiology &
Hygiene
(Drawing 301 or
(326—Music

(179—Zoology or
(185—Botany or
(158—Chemistry
83—Am. Hist.
60—Eng. Lit.
Elective

4—Psychology
202—Ind. Geog.
(276—Man. Tr. or
(251—Dom. Sci.
Elective

11—Obs. & Teaching
8—Hist. of Ed.
7—Pedagogy
Elective

This Course Gives Opportunity to Major in Foreign Languages.

Fall—
226—Algebra
51—Gram. & Comp.
76—Ancient History
71—Reading

229—Geometry

78—Modern History
57—Comp. & Rhet.
(101—Latin or
(126—German or
(141—French

151—Physics
201—Phy. Geog.
188—Physiology &
Hygiene
(104—Latin or
(129—German or
(144—French

First Year.
Winter—
227—Algebra
52—Gram. & Comp.
77—Ancient History
72—Reading

Second Year.
230—Geometry
58—Am. Lit.
79—Mod. History
(178—Zoology or
(183—Botany or
(156—Chemistry

Third Year.
152—Physics
80—Eng. History
189—Physiology &
Hygiene
(Drawing 302 or
(327—Music

Fourth Year.
(180—Zoology or
(186—Botany or
(159—Chemistry
84—Am. Hist.
61—Eng. Lit.
Elective

NORMAL COLLEGE.

Junior.
5—Psychology
63—Adv. Comp.
(277—Man. Tr. or
(252—Dom. Sci.
Elective

Senior.
12—Obs. & Teaching
9—Hist. of Ed.
Teacher's Course
Elective

COURSE B.

First Year.

Winter—
227—Algebra
52—Gram. & Comp.
77—Ancient History
72—Reading

Second Year.
230—Geometry

79—Modern History
58—Am. Lit.
(102—Latin or
(127—German or
(142—French

Third Year.
152—Physics
80—Eng. Hist.
189—Physiology &
Hygiene
(105—Latin or
(130—German or
(145—French

Spring—
228—Algebra
53—Gram. & Comp.
82—Okla. History
212—Home & Farm
Science

231—Geometry or
232—Algebra
206—Agriculture
(179—Zoology or
(184—Botany or
(157—Chemistry

153—Physics
81—Eng. Hist.
75—Public Speaking
and Theme Writ.
(Drawing 303 or
(328—Music

(181—Zoology or
(187—Botany or
(160—Chemistry
85—Civil Govt.
62—Eng. Lit.
Elective

6—Pedagogy
64—Adv. Comp.
(278—Man. Tr. or
(253—Dom. Sci.
Elective

13—Obs. & Teaching
10—Phil. of Ed.
Teacher's Course
Elective

Spring—
228—Algebra
53—Gram. & Comp.
82—Okla. Hist.
212—Home and Farm
Science

(231—Geometry or
(232—Algebra
206—Agriculture
59—Am. Lit.
(103—Latin or
(128—German or
(143—French

153—Physics
81—Eng. Hist.
75—Public Speaking
& Theme Writ.
(106—Latin or
(131—German or
(146—French

182—Botany
83—Am. Hist.
69—Eng. Lit.
Elective

4—Psychology
202—Ind. Geog.
(276—Man. Tr. or
(251—Dom. Sci.
Elective

11—Obs. & Teaching
8—Hist. of Ed.
7—Pedagogy
Elective

Fall—
51—Gram. & Comp.
239—Higher Arith.

20—Pedagogy
85—Civil Gov.

1—Psychology

226—Algebra
53—Comp. & Rhet.
94—General Hist.

151—Physics
201—Phy. Geog.
188—Physiology &
Hygiene
229—Geometry

(177—Zoology or
(182—Botany or
(155—Chemistry
83—Am. Hist.
60—Eng. Lit.
Elective

202—Ind. Geog.
19—Genetic Psycho-
logy
17—Education
Elective

18—Education
8—Hist. of Ed.
Teacher's Course
Elective

Fourth Year.

183—Botany
84—Am. Hist.
61—Eng. Lit.
Elective

NORMAL COLLEGE.

Junior.

5—Psychology
63—Adv. Comp.
(277—Man. Tr. or
(252—Dom. Sci.
Elective

Senior.

12—Obs. & Teaching
9—Hist. of Ed.
Teacher's Course
Elective

COURSE C.

Designed Especially for Elementary Teachers.

First Year.

Winter—
52—Gram. & Comp.
226—Music

21—Pedagogy
(251—Dom. Sci. or
(276—Ele. Hand Work

Second Year.

24—Rural School
Prob.
227—Algebra
58—Am. Lit.
95—General Hist.

Third Year.

152—Physics
80—Eng. Hist.
189—Physiology &
Hygiene
230—Geometry

Fourth Year.

(178—Zoology or
(183—Botany or
(156—Chemistry
84—Am. Hist.
61—Eng. Lit.
Elective

NORMAL COLLEGE.

Junior.

5—Psychology
23—Child Study
(252—Dom. Sci. or
(277—Man. Tr.
Elective

Senior.

12—Obs. & Teaching
9—Hist. of Ed.
63—Adv. Comp.
Elective

184—Botany
85—Civil Gov.
62—Eng. Lit.
Elective

6—Pedagogy
64—Adv. Comp.
(276—Man. Tr. or
(253—Dom. Sci.
Elective

13—Obs. & Teaching
10—Phil. of Ed.
Teacher's Course
Elective

Spring—
74—Read. & Orthog.
212—Home & Farm
Science
22—Pedagogy
82—Okla. Hist.

11—Obs. & Prac.

228—Algebra
59—Am. Lit.
(277—Man. Tr. or
(Drawing

153—Physics
81—Eng. Hist.
75—Public Speaking
and Theme Writ.
231—Geometry or
(232—Algebra

(179—Zoology or
(184—Botany or
(157—Chemistry
202—Agriculture
62—Eng. Lit.
Elective

91—Sociology
6—Ad. Pedagogy
(253—Dom. Sci. or
(278—Man. Tr.
Elective

13—Obs. & Teaching
10—Phil. of Ed.
Teacher's Course
Elective

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE



C. S. N. Life Diploma Class. Governor Lee Cruce, Senator McMeachan and Captain W. T. Deford in center. President Evans on right end

SUMMER SESSION (May 27th---July 31st, 1914)

SUMMER SESSION, MAY 27 TO JULY 31, 1914.

The American teacher knows that she knows. Among that knowledge lies this fact that life is a survival of the fittest and the fittest is another name for the intelligent worker. Mere toil is not work, it is drudgery. But to labor where you have good, strong leadership, clean, sweet companionship, flowers, pure water, music and laughter, that is growth or real living.

So the active teachers of this country remember that to merely sit out the Summer, lamenting its heat and the slow round of the wheels of the local institute is worse than rust—it is destructive of happiness which is the true bloom of right living. So by thousands they are hieing away to the big Summer schools prepared directly for tired minds, hungry nature and thought lovers, and where books, flowers and music are so adjusted as to give true glimpses of actual living and earning.

NOW WHAT CAN YOU GET NEXT SUMMER?

Review Courses.

The Central Normal will offer the largest number of review and credit courses ever put forth here. There will never be a time when the aspiring teacher will not plan to raise her certificate. Review courses in all branches touching all grades of certificates will be offered in the Spring and Summer terms. Special care was given last year to review in subjects touching state certificates as American and English Literature, Physics, Geometry, Algebra, Latin, etc.

LAST SUMMER TERM AT CENTRAL.

Twelve hundred eighty-six progressive teachers, rural teachers, city teachers, principals, superintendents, specialists—all aspiring toilers made up the Summer Term at Central last year, or 1913. It was the largest gathering of teachers ever assembled in any ten weeks in Oklahoma and one of the largest ever gathered in the United States. They came from all points of the compass. Sixty-four counties were represented and eighteen states. Superintendents of cities of three and four thousand took the work while the

THANKS AND GRATITUDE

The right balanced mind is the thankful mind. Beecher said the most beautiful thing in the world was that "There is a rose for every thorn." An institution can only serve the happy and grateful. Central State Normal closed Monday, June 30th, 1913, the greatest year of its existence. Largest enrollment 1914; largest summer school in the state 1286; one of the greatest teacher bodies in America; 1080 taking credit work in summer term alone, most harmonious relations; gain of 483 per cent in life diploma class in two years; finest growth in equipment.

Growth in Life Diploma Class from 18 in 1911 to 105 in 1913, or 483 per cent. For all this Central Normal offers warmest thanks to each individual student honoring it with attendance. To all the County and City Superintendents yielding support and confidence, to the Superintendents of Garvin, McLean, Grady and Oklahoma counties in particular, because of official permission to serve their splendid teacher bands as a whole, to the people of Edmond, to all who have served as teachers here, and to the Giver of all Good, this institution offers joyous gratitude.

rural teachers found here just such things as they wanted. The principals of town and city schools came and said that their particular problems were solved. The primary teachers came in droves and entered the Training School and secured actual practice with children under trained specialists. But best of all the problem of combined hard work with refined happiness was solved.

See that your children be taught, not only the labors of the earth, but the loveliness of it.

CREDIT COURSES.

The Oklahoma teachers showed plainly last year they wanted to stop the grind of the certificate mill by taking subjects looking toward life certificates and the Life Diploma of the Oklahoma State Normal System. Nearly eleven hundred credit course workers were enrolled in the Summer term. To these and those like them, striving to get beyond the hurry-skurry of examinations yearly, or every few years, a broad range of credit courses will be offered again this summer. Do not ask the subjects to be given. Ask what you want and it is the Central State Normal School's business to give it to you under the present wise regulations of the Board of Education.

THE COURSE IN PRIMARY.

The Training School with full eight grades will do regular work for the first eight weeks of Summer School. Primary teachers have as part of their work to enter here—to observe and if thought advisable to do actual work under trained specialists. No substitute teacher will direct in training school this next Summer.

Courses in hand work, clay, reeds, tilo matting, weaving, paper tearing and cutting, etc., will all be carried on in actual service with the children and also in separate classes that all may be served with this valuable work.

THE KINDERGARTEN.

The Kindergarten will be open for the first six weeks, with children doing regular work. After that, theory will be presented. Kindergartners and First Primary teachers will find it necessary perhaps to write for a place in this work as last year it proved so popular that those who came late found it difficult to secure a place. The adaptation of Kindergarten thought and practice to First Primary demands in our city and country schools will receive much attention.

COURSES IN COMMUNITY CENTER WORK.

This is the biggest subject yet. Schools of Oklahoma are dead because the communities do not know they exist. Tax paying alone is a poor way to enliven father's interest in the school. A well defined course will be given in How to Make Your School a Community Center. Such close and practical study is being given to such movements as Farm Clubs, School Gardens, School and

Home Decoration, School Ground Improvement, The Health Crusade, Plays and Games, Athletic Tournaments for Rural and City Schools, School Expositions, Eighth Grade or Grammar School graduation, Rural and City School Libraries, School Garden and Farm Club Fairs, Mothers' Clubs, that Central Normal is winning attention throughout the country on these advanced movements. Men and women are here who have not merely dreamed about these great movements but who have done them so early and so well that all Oklahoma has felt their electric influence.

COURSE IN REAL READING FOR REAL READERS.

It would be a great work if one Summer in the history of Oklahoma education could be given over to just getting in after this subject of READING with all the teachers of the state. This needs no proof. To those who know the poor reading going on in the state and nation, it is axiomatic. This Summer Term Central Normal School pledges all teachers interested in good reading that actual and genuine service will be given them, in, first, Making Each Teacher a Better Reader; second, by directly illustrating with class. How to Make Dead Reading in the Rural Schools and City Alive; third, Advanced Interpretative Courses for student teachers desiring advanced work. Mark our statement, there will be the largest and most enthusiastic group of teachers studying reading at Central Normal this Summer assembling in the South.

COURSES IN PLAY AND GAMES.

No school work in this country is consuming more attention than the play and game movement on in every locality where the hundred-point teacher is found. Supervised play has come to be a part of the child's life, and perhaps a little more than supervised Arithmetic. This school maintains two Physical Training Directors making this work a complete study. They have furnished the last eighteen months and will continue to furnish through the year and the Summer Term definite and illustrated courses in Play and Games adapted to all grades of rural and country schools. Illustrations of what Central Normal School has already done in this field won great admiration at the State Teachers' Association in the last holidays. Let all teachers enter here knowing they will get this course by doing it two afternoons each week upon our big, pretty lawn.

WILL YOU HEED THE CALL?

There is a call constantly going out—give us a trained teacher for primary grades, principals and superintendents.

Students completing three years of high school work and doing satisfactory work for one year will be entitled to the Two-Year State Certificate. Students completing the Four-Year Normal Preparatory Course or a course equivalent to a standard four-year course in high school will receive a Two-Year State Certificate. This entitles the holder to teach in any county of Oklahoma for two years immediately following issuance.

Students completing a four-year high school course may take thirty-six weeks' work here and receive the Elementary State Certificate and at the same time have advanced to within one year of the State Life Diploma. To secure a State Two-Year Certificate, to become independent of gridding examinations for two years, to possess a license to teach and acquire funds to enter school again, to have the profit and pleasure of a year in a great state institution of learning and to get within one year of the State Life Diploma good in this and twenty more states of America, is the largest privilege ever granted to a high school graduate. Would it not pay you to begin right now to get this training The school year consists of three regular twelve week terms—fall, winter, spring—and one summer term equivalent in every way to a regular term.

While the enrollment is all that could be expected yet there are better evidences that this state normal school is working out the great commission given it by the state—to furnish it with professionally trained teachers. The senior graduating class this year, 105 in number, is 250% larger than last year, and 480% of the graduating class of 1910-11. The junior class shows even a greater gain. The teachers report riper years and experience on the whole than formerly. The high school graduate, or the most advanced product of the public schools, is here 200% more than ever before. These figures offer encouragement and satisfaction to you who think in terms of comparison between Oklahoma education and that of other states.

Board ranges from \$2.75 to \$3.50 a week.

Winter term begins Tuesday, December 2nd. Spring term

IT COULDN'T BE DONE.

(By an Unidentified Author.)

Somebody said that it couldn't be done,
But he, with a chuckle, replied
That "maybe it couldn't" but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in, with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it!

Somebody scoffed: "Oh, you'll never do that,
At least, no one ever has done it."
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it;
With the lift of his chin, and a bit of a grin,
Without any doubting or quibbling;
He started to sing as he tackled the thing
That couldn't be done, and he did it!

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you, one by one,
The dangers that wait to assail you;
But just buckle in with a bit of a grin,
Then take off your coat and go to it;
Just start in to sing as you tackle the thing
That "cannot be done" and you'll do it!

opens Monday, March 2nd, 1914, and Summer term opens Tuesday, May 27, 1914. If you cannot enter now enter THEN!

We extend to all friends of education a cordial invitation to visit Central State Normal over the hourly trolley from Oklahoma City, or Santa Fe.

SOME MISCELLANEOUS FACTS

Many city teachers and others seeking the most advanced methods leave Oklahoma every year for schools offering scientific methods. The Central State Normal begs you to remain for it has a Training School equal to the very best in the country. Every teacher is the equal of the best, the department is finely equipped. The science and art of teaching in Kindergarten and grades is presented in concrete form.

There is no excuse at any time for Oklahoma teachers to leave the state for the most advanced methods. They can get them at the Central State Normal. It personally pledges to such teachers to create what they want.

SCHOOL CALENDAR.

Fall term opens Monday, September 8th, 1913.

Fall term closes November 26th, 1913.

Thanksgiving holidays, November 27th and 28th, 1913.

Winter term begins Tuesday, December 2nd, 1913.

Christmas vacation begins Friday, December 19th, 1913.

School begins Monday, December 29th, 1913.

Winter term closes Friday, February 27th, 1914.

Spring term opens Monday, March 2nd, 1914.

Spring term closes Friday, May 22nd, 1914.

Summer term opens Tuesday, May 27th, 1914.

Summer term closes Friday, July 31st, 1914.

SOME IMPORTANT QUESTIONS ANSWERED.

1. All railroad lines of Oklahoma lead to Edmond, because they lead to Oklahoma City.

2. Go to the Terminal Station in Oklahoma City, and get the Edmond car any hour from 6:00 A. M. to midnight.

3. Board and room can be had from \$3.00 to \$4.00 per week, making actual expenses only \$12.00 to \$16.00 per month.

4. There is no tuition charge whatever except for piano lessons. Those are fifty cents per lesson.

5. There is everything to gain by entering the first day, September 8th, 1913.

6. Athletics will be under Prof. C. W. Wantland, a graduate of Oklahoma University, and a disciple of Benny Owen.

7. Teachers whose schools begin late can get a whole term in before their schools begin.

8. If you have had three years of high school work you can enter here and in one year secure a Two Year State Certificate.

9. Of course, if you have had four years in an accredited high school, you can get this same diploma in one year, and be advanced to within one year of a Life Diploma.

10. Two years of academic or collegiate work are done in the Teachers' College Department.

11. Any student can transfer this two years of collegiate work done here to any University or College.

12. Bring all the text books you have used and now possess, with you.

13. By all means bring all the certificates, diplomas, etc., which you possess with you when you enter here. Do not forget your high school grade cards.

14. You can enter, of course, any time, but after the first three weeks you must take one less study for the term.

15. Greatest stress is placed upon debating, public reading, speaking, etc.

16. The new Training School has been finished and all buildings have been repaired and painted, and the best conditions await you that have ever obtained in Central State Normal.

17. The enrollment this year was 1,914.

18. Sixty-four counties of Oklahoma were represented.

19. Eighteen states of the Union were represented this year besides Oklahoma.

20. The school is within fourteen miles of the capital and metropolis of Oklahoma, Oklahoma City, thereby permitting, with trolley line connections, the best opportunities for studying life in the large, given to the student life of the state of Oklahoma.

THE LIBRARY.

The Normal Library consists of 12,000 volumes. They are carefully selected and the accessions are very evenly distributed among the departments of the school, with a fair proportion for general reference books and for literature in a broader sense than the needs of the class-room work would require. Six hundred volumes of new books on education alone have been added the present year.

The reading room is spacious and well lighted. It is supplied with many works of general reference, such as general dictionaries, encyclopedias, commentaries, atlases, maps, etc., which are freely accessible to all students.

The Library is located on the second floor of the Administration building. It is well arranged for convenience and lighting. The rooms are spacious and comfortable. It is open from 7 a. m. to 5:30 p. m., and from 7 to 10 p. m. on school days, and from 8 a. m. to 12 m. on Saturdays.

A limited number of students may secure positions as student assistants in the Library by applying to the librarian. Student assistants are required to spend regularly one hour each day in the Library at desk work. The librarian meets the student assistants at least one hour each week for instructions regarding the work. The student who attends regularly to the work will receive one unit credit at the end of a full year. Library assistants have access to the stack rooms at all hours of the day.

TEACHERS BEGINNING SCHOOL LATE IN FALL.

Last September more than three score progressive teachers made a third of a year's course or one term of credit work before taking up their schools. That is big business. That is saving time, the stuff of which success is made. That is power plus—because it is making out of one year, one and a third years and sometimes more. Teachers all over the state beginning schools late should enter here, Sept. 9th, 1913, and score a big point on professional certification.

A FEW INTERESTING TRUTHS.

The Central State Normal is the oldest institution of education in Oklahoma. There has been an average enrollment of nine hundred pupils annually. Twenty thousand pupils have entered

its doors since first thrown open. Central State Normal draws its patronage from every point in the state and from many adjoining states. The school has buildings estimated in value at \$150,000.00. The 1911 legislature appropriated \$25,000.00 for needed improvements. About \$10,000.00 worth of new apparatus has been installed the last two years. Over 1,000 volumes are being added to the library in this vacation, making the library approach 12,000 volumes in number. Edmond, the home of the Central State Normal, is a city of electric lights, water works, natural gas, sewerage and splendid railroad connections. Edmond is now a suburb of Oklahoma City.

TO THE OKLAHOMA CITY, EL RENO, AND YUKON HIGH SCHOOL GRADUATES RESIDING NEAR TROLLEY LINE.

Over fifty Oklahoma City high school graduates came to Central State Normal this summer. There was a reason. Here it is: Central State Normal is on the hourly trolley line with Oklahoma City. This puts the oldest and largest State Normal School at the front gate of every pupil along the trolley line. To the high school graduate of Oklahoma City, and all towns along the trolley system, Central State Normal says: "Attend school here three terms taking proper credits and you will be awarded a Two Year State Certificate, recognized in any county, town, etc., of Oklahoma." It matters not whether these three terms be taken consecutively or not. Three summer terms will make a complete year. Add to these three terms another year's work in this school and you have a Life Diploma, freeing you from all examinations, and introducing you to the best position in education in this state and to all throughout the land. Besides this, you have done two years of college work and will be given equivalent credits in any College or University for such advancement.

So the Oklahoma City, the El Reno and other high school graduates in towns along the trolley line have a Two Year State Certificate within their grasp by three terms' work—a Life Diploma, by six terms' work.

What wonder then that the high school graduates of these places are buying reduced rates over the trolley line to Central State Normal and thereby working out one of life's greatest opportunities?

ADVICE TO STUDENTS.

Students should inspect closely the courses of instruction. They should compare the Normal Preparatory course with High School courses. Pupils entering should understand that all the work done in good high schools is accredited. Students entering should understand that any eighth grade graduate is given entrance. There are no fees charged for anything except instrumental music. Students may offer their certificates as proof of their qualifications in music.

MORAL AND RELIGIOUS INFLUENCE.

The management of the school is in conformity with the best training in morals. Encouragement is given to all work of students that leads toward the development of moral and religious character. Effective organizations of the Young Men's Christian Association and Young Women's Christian Association exist. The oldest debating and literary societies in the state are found here.

COMPARATIVE STATEMENT OF EXPENSES, CENTRAL STATE NORMAL.

REGULAR TERMS.

	Year 40 wks.	Fall T. 13 wks.	Win. T. 13 wks.	Spg. T. 13 wks.
Total charge, board and room..	\$140.00	\$45.50	\$45.50	\$45.50
Tuition charges	Free	Free	Free	Free
Special courses, elocution, vocal music, domestic science, manual training, etc..	Free	Free	Free	Free
Total charges	\$140.00	\$45.50	\$45.50	\$45.50

EXPENSES FOR SUMMER TERM, 1912-13.

	Long tr., 8 wks.	Short tr., 4 wks.
Total charge, board and room.....	\$28.00	\$14.00
Tuition charges.....	Free	Free
Special courses—Teachers' training, physical training, manual training, expression, domestic science, drawing, etc.....	Free	Free
Total charges.....	\$28.00	\$14.00

AN UNBIASED VERDICT.

Harlow's Weekly stands foremost as an Oklahoma periodical of independent views. If you are open to conviction do a bit of listening while it talks of Central Normal School—"While the State University is the cap sheaf of Oklahoma's Educational system, Normals rank first in importance to all the people of the State, because of the fact that they are the ground work of the fundamental Education of all the children of the State. On the basis of total enrollment for last year the annual appropriations for 1914-15 will yield an average per capita of \$40.04. Edmond (Central State Normal) is crowded to overflowing and ABOVE ALL OTHER SCHOOLS IN THE STATE IS THE ONE MOST DESERVING AN APPROPRIATION for an additional building and increased facilities.

DO IT NOW.

It is the chief business of any school to offer just ways to aspiring life. The teachers of Oklahoma need nothing so much as to have pointed out to them the goals of professional attainment. They will find a way to reach them. The pluckiest workers in America today are the teachers. Half the time they do not understand the offers of the schools. Under the system of state Normal Schools in Oklahoma the Board of Education offers two professional certificates. The Two Year State Certificate is granted to any accredited High School student who shows a completion of three or four years work and takes with credit one year of residence work here of a special course devised for such prospective teachers. The Life Diploma is granted to accredited High School graduates of a four years' course after two years of appointed work beyond the four years of High School. All of this work must be done in accredited schools save one year of residence work here.

*Some suggestions for making the
school a community center as
taught in the doing and the large
at Central State Normal School*



All communities enjoy in Home and School, God's great out-doors made beautiful.



Story telling courses carefully planned at C. S. N., 700 to 1000 teachers met like this each week at C. S. N. Summer Session 1912-13.

STORY TELLING AS A SCIENCE AND ART

The teaching force of Central Normal is the pioneer in the development of the art and study of the story. In 1908 the first story telling circle in Oklahoma was formed by the head of this institution. In 1912 when the great Summer session at Central was opened with attendant music and good cheer, the first circle of story telling for teachers was organized. It is an institution now of the school which years will strengthen and which will influence, as it has already the entire teacher body of Oklahoma. In the Summer of 1912 and 1913 from 500 to 1,000 teachers met on Tuesday afternoons to study, to enjoy the story art, set about by music, reading and kindred subjects. The English department offered a ten weeks course in story telling in which more than one hundred teachers enrolled. The following outline defines a course in story telling which any teacher anywhere can set in motion with class work.

BIBLIOGRAPHY.

Book and Author.	Publisher and Price
"The Golden Windows," Laura E. Richards..	Little, Brown & Co., \$1.
"Story Tell Lib.," Annie Trumbull Slosson.....	Scribner's, 50c.
"When the King Came," George Hodges....	Houghton, Mifflin, \$1.25
"Grimm's German Household Tales".....	Ginn & Co., 50c.
"The Blue Fairy Book," Andrew Lang..	Longmans, Green & Co., \$2.
"The Red Fairy Book," Andrew Lang....	Longmans, Green & Co., \$2.
"The Green Fairy Book," Andrew Lang..	Longmans, Green & Co., \$2.
The Animal Story Book, Andrew Lang..	Longmans, Green & Co., \$2.
"The Fables of Aesop," Joseph Jacobs..	Macmillan Co., N. Y., \$1.50.
"Mother Goose Rhymes".....	Various prices and publishers.
"Book of Nature Myths," Florence Holbrook—	Houghton, Mifflin, 45c.
"Fairy Tales from the Far North," Asbjornsen..	A. L. Burt & Co., \$1.



Students at C. S. N. help decorate the Drawing Room.

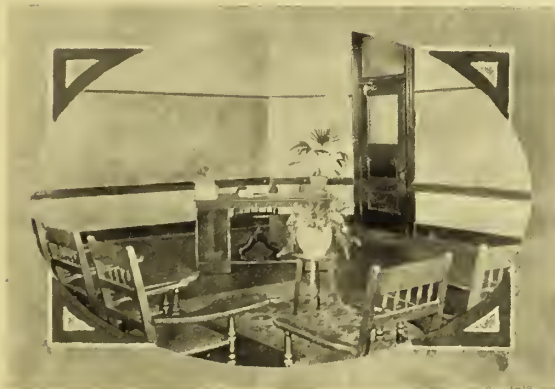
SCHOOL ROOM DECORATION

Did you ever find a spot too pretty and inviting for the sensitive soul of a child? No, but you have seen so many too dark, barren and repulsive for children and many of these were school rooms. If it be true, as Ulysses puts it, "We are a part of all we meet," then, indeed, a part of us must be forever dull and stupid because we meet the old, dusty, stupid school rooms through so many hours of childhood. Central Normal began a crusade for a better school room environment in September, 1911. It is spreading over the State of Oklahoma. We offer these truths, aids and forces for school room improvement that may be practiced by any school:

- (1) A few well chosen pictures for every room.
- (2) The employment of curtains, sanitary and tasteful.
- (3) Rooms decorated with a central idea, as an English room, etc.
- (4) Variety, yet harmony in color schemes of various rooms.
- (5) The tasteful use of sculpture. Inexpensive but high class.
- (6) A window box and flowers for every room.
- (7) No morning assembly without a touch of decoration.
- (8) Lectures through the year on school room decoration.
- (9) Students through entertainments, etc., taught to secure money for room decoration.



A Training School Room in C. S. N. made beautiful by inexpensive things and a real teacher.



Every room in C. S. N. in last two years made something like this by pupils. Not State.



Pretty colors went on these walls because pupils sold lemonade and made money to give the State.

THE GAME AND PLAY MOVEMENT

In 1908, when Supt. Martin G. Brumbaugh of Philadelphia, said that American schools would never be more than half efficient until they possessed supervised play as they now possessed supervised work, the audience cheered lustily. Supervised play is on the way toward Oklahoma. Central Normal began making ready for it in 1911. It was the first State Normal to ask in the name of supervised play for two physical training teachers. It was the first to state, through these and through simple faith, that childhood must have this gift of joyous play, too often stolen from it. The following development of plays and games adapted to any school has been worked out.

(1) Simple apparatus for play bought and made for children of Training School. Teeter boards, etc.

(2) Such games as indoor baseball, volley ball, etc., taught children by student teachers.



Children of Training School used to teach teachers of Summer School the work of Happy Play.



Under expert instruction the 1300 teachers of Summer Session 1913, Studied Folk Dancing.

- (3) A carefully planned course in the psychology of play given.
- (4) The first "play and game" hour ever devised in the state for teachers of Summer term.
- (5) Supervised play as much a part of Training School life as supervised reading, number, etc.

BIBLIOGRAPHY.

- Education by Plays and Games. George E. Johnson. \$1.25. Ginn & Co., Chicago.
- Folk Dances and Singing Games. Elizabeth Burchenal. \$2.25. B. F. Schrimmer Co., New York.
- Indoor and Outdoor Gymnastic Games. A. M. Chesley. 50c. American Sports Publishing Co., New York.
- Special Kinesiology of Educational Gymnastics. Baron Nils Pose. \$2.25. Lothrop, Lee, & Shepard Co., Boston.
- Singing Games. Mari Hofer. 50c. Hoover Bros. Publishing Co., Kansas City, Mo.



Showing sanitary conditions maintained by using Flowing Fountain for Drinking.

SCHOOL SANITATION AND ORAL HYGIENE

"A sound mind in a sound body", is as old and educational truism as can be found, but its abuse is as old as it is. Examine closely and you will find behind every case of mental or moral weakness—incompetency and character loss—physical deficiencies lurking. This school is stressing in various ways, its belief in Spencer's statement—the requisite to success in this life, is to be a good animal. Central Normal by doing—is teaching thousands of teachers the Health idea, by:

By employing two physical training directors.

By having Normal College students get a health talk once each week.

By giving and doing systematic calisthenics.

By offering shower baths to every student.

By demanding that open air walk and recitations be taken.

By cleansing and discussing water supply.

By offering the flowing fountain for drinking.

By organizing and directing tooth-brush brigades in training school.

By offering all children a system of supervised games and plays.

By using the sanitary paper towels and soap fountains.

By presenting clean buildings, daily disinfected.



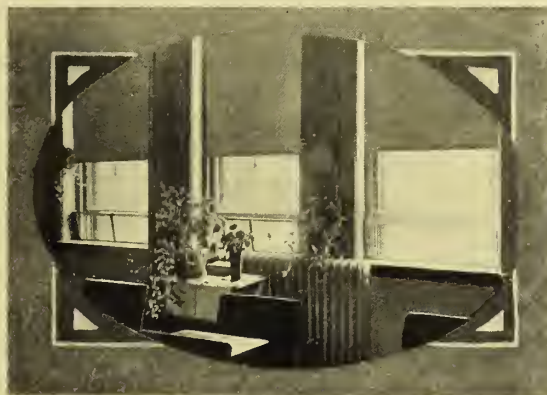
The "Old" and the "New." The old School Family Towel and individual Sanitary Paper Towel.

Hate, wrath and vengeance are forms of fear—that is, forms of death.

My heart goes out to a man who does his work when the "boss" is away, as well as when he is at home.

The chief reason that everybody is not successful is the fact that they have not enough persistency. Do one thing well, throwing all your energies into it. The successful man, unlike the poet, is made, not born.—John Wanamaker.

The courage to be just; the courage to be honest; the courage to resist temptation; the courage to do one's duty: This is the moral courage that characterizes the highest order of manhood and womanhood—it is the courage without which no great, permanent success in life is achieved.—Samuel Smiles.



C. S. N. is teaching Sanitation by doing it. Mark window boards used in Training School Room.

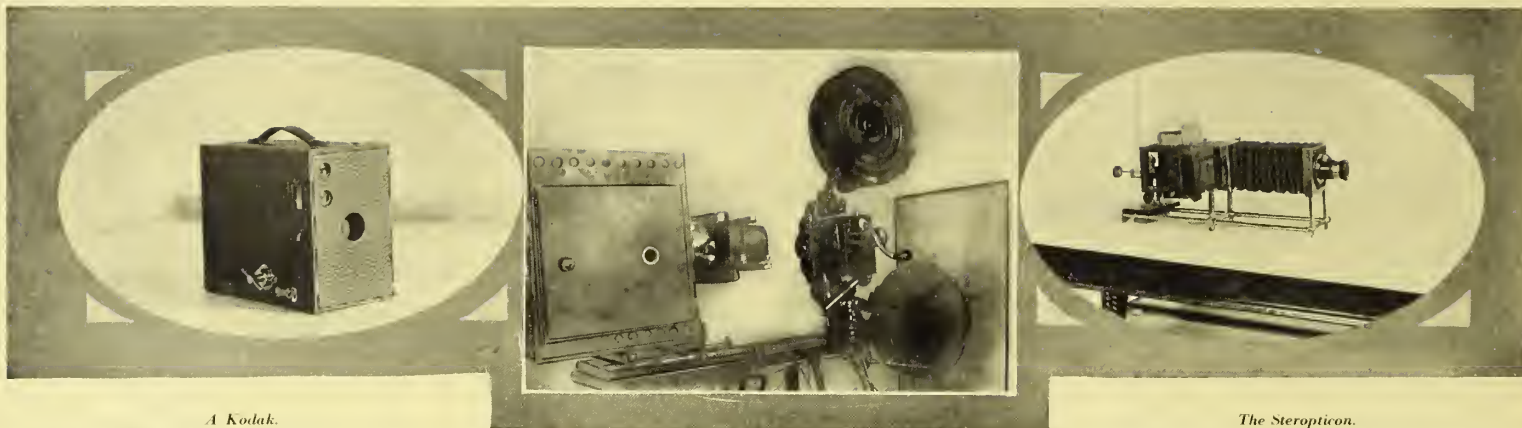
Live in the present—the Day is here, the time is Now.

When I don't know whether to fight or not, I always fight.—Nelson.

Co-operation, and not competition, is the life of trade.—William C. Fitch.

I never make the mistake of arguing with people for whose opinions I have no respect.—Gibbon.

We are students of words; we are shut up in schools and colleges and recitation rooms for ten or fifteen years and come out at last with a bag of wind, a memory of words and do not know a thing. We cannot use our hands or our legs, or our eyes, or our arms. We do not know an edible root in the woods, we cannot tell our course by the stars, nor the time of day by the sun.—Emerson



*A Kodak.
C. S. N. the first Normal School of South and West to introduce
Moving Picture Machines as Educational Art.
Summer Session, 1913.*

The Moving Picture at C. S. N.

*The Steropticon.
Over 200 Teachers took courses in Photography and Kodaking,
Summer School, 1913. Steropticon an Educational
Dustless Duster. Use it in your School.*

PHOTOGRAPHY OR THE KODAK IN THE SCHOOLS.

Necessity is the mother of invention. This is just as true of a school life as of any other life. The trouble usually with the average school pedagogy is that it refuses to be mothered by anything except archaic traditions.

This picture is feeding the "Standardization" reformer as he cries for schools to stop waste as they remember the children receive a smaller per cent of sense impressions through the ear than the eye. The Kodak man is entering into the school community and embalming for the eyes of mother, father, teacher, children, business man, taxpayers and curious life everywhere the activities of the school. Every school should have a teacher who knows how and where to use a camera or Kodak. Here are some things a Kodak will do for your school:

- (1) It will catch in exchange form your classes.
- (2) It will permit the school to compare growth in improvements, etc.
- (3) It will offer the people who cannot visit the school a chance to see and get interested.
- (4) It will awaken interest in every parental heart in every movement where child is pictured.
- (5) It permits your school to take its place at fairs, school associations, etc.
- (6) It is an advertising medium, a business getter.
- (7) It is a sure path to happy emulation as between pupil and pupil, school and school, community and community.
- (8) It is a source of constant interest and joy in school and community life.

(9) It feeds the stereopticon and moving picture life there by broadening influence of school and community many, many fold.

Central Normal School, the first of the state or south to offer teachers a well defined practical course in Kodaking or Photography. Two Hundred teachers took in Summer Term alone. Teachers so hungry for it, a night class of sixty had to be organized. This work will go right on here.



*A Summer School Class in
Photography, Summer 1913*

THE MOVING PICTURE MACHINE AS AN EDUCATOR.

Drummond defines life, as an articulation with one's environment. Had not America received the railroad, telegraph and wireless, it could not have articulated with greater life and would have been dead to an active world. Education is not a mere preparation for life—it is life. Schools must meet this definition in the open and conquer it by accepting the achievements of a Morse, of an Edison, and not lose time or power by merely mouthing it. Central Normal School is the first Normal School in the South and one of the first in America to make a real educational test of the moving picture as an educational agent with regular classes for children.

This is how it was done and the results obtained:

- (1) A student owning a moving picture apparatus in this city was moved by the president's discussion of progressive education to think it would be good business to offer a machine to the school.
- (2) He offered the machine upon the following conditions:
 - (a) Complete censorship of pictures by president.
 - (b) The substance of pictures determined by president and faculty.
 - (c) Training school children admitted free.
 - (d) All other admissions on ticket costing 50c ten admissions.
 - (e) The school to determine time and conditions of giving all exhibits.

MANUAL TRAINING

This school is not treating the Manual Arts and Sciences so much as subjects as it is construing them as great modern movements arising out of the demands of the plain, practical people for the education that can produce.

Everything is being done here to give every school in Oklahoma a teacher who uses Manual Training in her room and work. Is it a one room country school, impoverished in finances and interest? Then all the more reason that this district should have its dead half—its hands—liberated for thought production. To prove that no school need do without Manual Training, such things as these have been offered.



With hammer, saw and a goods box, these two boys proved before 500 teachers at C. S. N. that any School could and should have Manual Training.

The business of government is to make all government unnecessary, just as wise teachers are educating their children to do without them.

It must be obvious to every man who considers the agriculture of this country and compares the produce of our lands with those of older countries how miserably defective we are in the management of them, and that if we do not fall on a better mode of treating them, how ruinous it will prove to the landed interests—George Washington.



Hand work was done by two hundred teachers in Summer Session 1913.



After thirty minutes these boys were through and stepping to the front they showed a goods box made into a neat flower box. There was prolonged applause.

It is a man who sanctifies a place and it is work that sanctifies the man.

Recipe for success: First, have the goods; second, believe in them, and your enthusiasm will be contagious.—Homer McKee.

A map of the world that does not include Utopia is not worth glancing at, for it leaves out the country at which Humanity is always landing. And when Humanity lands there, it looks out, and seeing a better country, sets sail. Progress is the realization of Utopias.



The Kingfisher Team won in 1913. Their School celebrated on home return.

The First State Grammar School Meet, April 19, 1913. C.S. N. Campus

THE GRAMMAR SCHOOL ATHLETIC MEET

Over in Altus, Jackson county, five to seven thousand people met last autumn. They came over long rough roads in wagons, by train, by horse back and even a few walked in. The city of Altus, a great western wonder by the way, with shop and stores much bigger and more modern than a city of five times the population, closed business and went out to join hands with the people in this movement. More than a thousand dollars were received at the gates and that at a price so low that no man or child was kept out. What was all this gathering of farmers, city business men, children, women and workers about? It was just a County School Athletic meet. A place where every school in Jackson county could bring its brains and muscles and match



strength in oration, football, essay writing, track work, seed selection and debate, with every other school. All honor to Jackson county who perhaps leads the United States in county school meets. All honor to other counties and communities doing the same work.

Central Normal, to teach the worth of this community center influence, organized a State Grammar School Meet. For the last two years Oklahoma county has held its county school meet upon our grounds. This year Oklahoma county met on Friday, April 19th, and on the next day the Grammar School meet of the State took place.

The date this year is Friday, April 18th, Saturday, April 19th, 1914.

A visiting Grammar School Team. Suppose you send your School here April 18th, 1914. Pottawatomie County Basket Ball Team.



C. S. N. the first Teachers' School of the South and West to teach the great Practical worth of Graphophones

SCHOOL MUSIC APPRECIATION

Childhood and music are synonymous. A child that does not sing, whistle or show a love for music is defective or is taught in a home or school with a mistake as a leader. Organs and pianos were once necessary to bring the rhythmic clang and lift to school, church or home. Even then it sat silent for months

because teacher, mother or somebody could not "play."

Now, thanks be to Edison, neither the organ nor organist, piano nor pianist is necessary. We not only get the march, the song, but we get Sousa, Sembrich and grand opera with Caruso and his \$2,000 per night voice to boot. Central Normal has been since 1911 leading a demand of the Oklahoma teachers for more music and better music for the children, by proving that every public school should have a graphophone. This is how it has been done, just as may be done down in the poorest district.

(1) A Victrola was borrowed and placed in Training School.

(2) Training School teachers used graphophone to march by.

(3) Graphophone was used by children for calisthenic drills.

(4) Lessons in language, history, geography and music assisted by graphophone.

(5) Children were given rote song, whistling and musical tests of various kinds by graphophone.

(6) A systematic course in musical appreciation was carried out through Handel, Beethoven, Schubert, etc.

(7) The graphophone proved a joy dispenser by being used at intervals for rest and diversion.

(8) The graphophone used out doors guiding 50 to 75 students in physical drills.

(9) The graphophone inexpensive, versatile, remarkable, more than ever taking the place of organ or piano.



Little Folks of C. S. N. Training School getting music-eor training, joy, etc., out of Phonograph.

MUSIC TRAINING.

There is an old saw which says, "tell me the company you keep and I'll tell you what you are." There is just as good a test for school in this, 'tell me what music values you have in your school and I'll tell you your school character!

Every community deserves a school where the day is begun and brightened all through the hours, with God's picture in sound, well chosen, well directed music. The piano or organ cannot be purchased. This is all the more reason that the teacher had best get active to avoid the pedagogical tragedy of a school without music.

Perhaps a graphophone cannot be purchased, still there must be music. Let these things be attempted:

(1) Let the teacher become a student of song.

(2) Let the teacher gather the best voices and train them by placing some one in the community who does know something of music in touch with these.

(3) If teacher cannot sing or direct, train a strong student to do so. See personal development appear.

(4) Collect musical talent of city, town or community; organizing band, orchestra, quartettes, etc; bringing these about school to inspire, to assist and enjoy.



1st Summer Session students of C. S. N. what they think of this set of Joy-makers.



MISS MARGUERITE BROWN, Pianist.



MISS FRANCES D. DAVIS, Reader.

SCHOOL LYCEUM OR LECTURE COURSE

Down in Cleveland county lived a country school teacher. There were others in those parts but this young man was a leader of his tribe as well as a teacher of a school. It was not because he worked so much as that he worked others. He went up to the county seat, organized a lecture course out of talented lawyers, preachers, farmers, teachers and doctors there and turned this talent loose on his district. If he did nothing more, it seemed to loosen up the purse strings of the district treasury. His salary grew. In order to assist the public schools of Oklahoma in this Community Center Lyceum work, Central Normal offers this:

For expenses the following lecturers can be secured from the faculty here:

B. F. Nihart, M. E. Wood and Charles Evans on pedagogical, psychological and general educational themes.

W. C. Jamieson, Fred H. Ives, agricultural, horticultural and farm club subjects. Grace Baker and Hettie Starr, Domestic Science and Art.

Misses Frances D. Davis, reader; Susan DeGraff, vocalist; Marguerite Brown, pianist, and Mr. Jack London, violinist; severally or collectively for entertainment.

Address, Extension Course, Central State Normal,
Edmond, Okla.

Today woman is beginning to be educated for the new era, and man must go with her. She is learning home-making with new implements and new opportunities. She need no longer be a drudge, and she must not continue to be a doll. The new mother, alert to the larger needs of her household, is more competent than her grandmamma, and must even supplant "the tired businessman" in municipal housekeeping until he can be her equal and himself deserve the suffrage. — Charles Zueblin.



MR. JACK LONDON, Violinist.



MISS SUSAN DeGRAFF, Vocalist.

SCHOOL PLANT ECONOMY

That man is a philanthropist who makes two blades of grass grow where only one grew before. Just so is that school man a philanthropist and worthy of a salary raise, who uses his school building or plant, two hours where heretofore it has been used only one. A day of service at Central Normal School.

	1911	1912	1913
	Hours	Hours	Hours
Library day	9	12	13
Library night	0	3	3
Library week	49½	72	80
Library month	180	288	320
	Days	Days	Days
Buildings open	5	7	7
No. of night classes.....	0	3	6
No. of days buildings open.....	210	284	365

One can see by this table that the school day within two years has almost been doubled by doubling the service of our school plant. This can be done in all school plants. Communities will never pay any more for schools than service warrants. Some ways to increase service of school houses:

- (1) Use them for a good debating club one night per week.
- (2) Open them to farm club, girls' tomato clubs on some night or Saturday afternoons.
- (3) Let them be used for church or Sunday schools.
- (4) Develop school gardens or ground to be used at all hours for good of boys and girls.
- (5) Use once a month for stereopticon, phonograph or general entertainment.
- (6) Organize a Lyceum Course using school house often for this.
- (7) Offer it if not abused for all the meetings of the people.

EIGHTH GRADE GRADUATIONS

The growth of public schools of Oklahoma of any county or community of this or any other state can be estimated by its

growth in Eighth Grade graduates. Some people turn up their noses when you speak of an Eighth Grade graduate. This is the purest if ugliest reason why it is the criterion of growth. The dark ages can be distinguished best from this because Edison and the twentieth century stand for tolerance. Degrees, ribbons, stars and all that once were badges of separation of the high from the low, the grandee from the peasant and the rich from the poor. Now graduation, meaning nothing more than a step, diplomas, badges and all that belong to the worthy, be they young or old, rich or poor, a university graduate and a child graduating from the school bigger than any university, the people's public school.

Oklahoma graduated several thousand Grammar School pupils this year. The question every teacher should ask is, did I contribute and if not, how many shall my school contribute to the Joy and Achievement Army next year. How to do it? Just this way:

- (1) Resolve that if there be one child able to complete eighth grade, that child will be kept and saved.
- (2) Talk early to pupils, setting school in motion to the great goal of finish.
- (3) Secure graduation plans, grade school, etc., that the eighth grade may meet examination tests, etc.
- (4) Plan early, talk to the eighth grade, to school, etc., to make some very happy graduation exercises.

SCHOOL GROUND IMPROVEMENTS

Illustrations throughout this Catalogue are proof-positive of what can be done for ugly school grounds.

President Fairchild of the N. E. A. made a report to the N. E. A. in 1912 upon the condition of the rural schools of the United States. In many sections of this country the rural school is not so strong in numbers, efficiency and in the people's affection as it was twenty five years ago. Here is President Fairchild's report in a nut shell: Eight million children of the grammar schools of America out of its twelve million drop out before the eighth grade is finished, more largely because of offensive school surroundings than for all other reasons. This school since September, 1911, has presented to every

teacher attending it, earnest entreaty to correct this great evil by presenting this practical scheme of improvement:

(1) Central Normal School campus used as an experiment; public school ground.

(2) Teachers or students clean, plan, plant, and beautify as any school pupils can and should.

(3) An annual clean-up day instituted. All students stop all other work and with teachers do a half a thousand dollars worth of work in a day.

(4) Hardy flowers as the zinnia, petunia, pinks, marigolds, phlox, coleus, salvia, nasturtium, morning glory, cypress, etc., used to meet Oklahoma climate.

(5) Collecting all seeds, etc., maturing on campus and sending them out to teachers; 2,500 packs sent in 1912.

THE SCHOOL PAPER

It is strange that the news people are most interested in gets into the paper latest or does not get in at all in most cases. The cosmopolitan daily or the Stringtown Weekly see that a column must be given to the tariff, a leading editorial touching the wonderful records of the Congressman from the Thirteenth District, etc., etc., but a few perfunctory church notices are the only traces to be found of the existence of the two institutions nearer the people's hearts than all others—the church and school.

What is the reason for this? Mal-education producing mal-leadership. Oklahoma City has a great church telling the people it will be the happy spot of the city each Sunday morning at eleven. The live school centers of Oklahoma have good school papers. Any school center of three hundred pupils can have a good school paper. The school less than that can get a place for its school news in the country paper for the asking. What will a school paper or school news in the county paper do for the school?

(1) It will give more evidence of more life.

(2) It will be read by parents and a thread of interest and pride be run from home to school.

(3) It will act as a tonic to classes, enterprises and children.

(4) It will give better lessons in composition than found in most schools.

(5) It will proclaim that the school is turning on the light. How to originate and develop a school paper:

(a) Let the teacher believe it must be had.

(b) Let the teacher call school forces about him and put them to work.

(c) Let the teacher talk work and be the chief ad-getter.

(d) Let the teacher be chief contributor if necessary.

(e) Let the teacher be contributor to county weekly.

(f) Let the teacher know if there is failure in this enterprise, he or she is to blame.

FREE CORRESPONDENCE COURSES

Are open to all persons eligible to become students here, who are not able to do residence work in any school at present. Courses given by regular faculty members. May be begun at any time during the year. The limit for one course, one year. Extension of time in case of sickness, residence work, etc., during that time. No preliminary examination is necessary for enrollment. Certificate granted upon satisfactory completion of each course. Work done is for full credit toward graduation; equal to residence work. Credit not recorded until final examination is passed in accordance with rules. No diploma awarded for graduation on part correspondence work until one year of residence work has been completed. Group of ten students at one place visited by member of the Normal faculty. No fees charged for correspondence work. Practically all courses in departments of education, Languages, English, Mathematics, and History are offered by correspondence. Write for application blank. Address, Correspondence Department, Central Normal School, Edmond, Okla.

It must be obvious to every man who considers the agriculture of this country and compares the produce of our lands with those of older countries how miserably defective we are in the management of them, and that if we do not fall on a better mode of treating them, how ruinous it will prove to the landed interests.

SCHOOL LIBRARIES

An ancient Greek philosopher who is still teaching said that a "home with a library possessed a soul." This broadly suggests that a place where children dwell without a library is lacking in soul or real life qualities. Central Normal believes that and is doing everything possible to impart its faith to the two thousand sturdy teachers attending it annually. In a course of popular lectures in Summer Session of 1913, this School put forth the "six essentials of any school," as follows:

- (1) A progressive, aggressive teacher.
- (2) A library.
- (3) Musical values at highest degree.
- (4) A practical, living course of study.
- (5) Physical training as displayed in games, plays and athletic events.

- (6) Eighth grade graduation.

By stressing the love and use of books in the strongest terms possible, some of which follow, this the largest teachers' school in Oklahoma hopes to help every school of Oklahoma to the absolute necessity, a library.

- (1) Keeping its own library to the front by heavy purchases of books.
- (2) The library increased from 10,000 volumes to 11,500 in the last two years.
- (3) The purchase of 1,000 volumes for Educational department alone this year, making it strongest in state on that subject.
- (4) By giving its library to pupils 13 hours daily.
- (5) By keeping library 13 hours every day in week (save Sunday) open until 10:00 p. m. every week in the year.

EXPRESSION AND DEBATING.

There may be a good school somewhere without an efficient organization for debating and oral expression, but thus far it has not been discovered. The school house of New England, not Fanueil Hall, was the Cradle of American Liberty. Reading, writing and spelling were taught by day in these and resistance to



This Library is the C. S. N. Power House. Open 13 hours a day, 310 days in a year.

British tyranny by night by the folks coming in at early candle light and taking up the question of the day in debating clubs.

Central Normal stirred the state last year with a system of forensics which any one-room school can copy with profit.

- (1) Close organization of all old societies and debating clubs under teacher guidance.
- (2) The organization of new societies where needed to give life and zest.
- (3) Competition, contest and emulation made the basis of effort.
- (4) Each literary society and debating club competed once each month with others for highest grades in reading, essays, oration and debating.
- (5) Prizes were offered and delivered at end of school.
- (6) The contest was extended to other Normal schools.
- (7) Prominent men, non-local, were secured for judges, thereby giving fairness, zest and advertisement.



Making Agricultural Courses worth while by doing things. Class judging stock at C.S.N. C.S.N. teachers and pupils ready for a journey to a country school house to teach rural school Domestic Science.

FARM CLUBS AND AGRICULTURAL EXTENSION

In the autumn of 1911, Central Normal School, observing that the course of study adopted for Oklahoma State Normals contained no provisions for giving instruction upon the great educational movements absorbing the attention of progressive peoples, a course of lectures touching upon such vital questions was planned. This course was called "The Farm Club and School Movement Course." It ran through the year 1911-12 and proved so practical and popular that it has become an established course.

Oklahoma is an agricultural state and the public schools should never forget it. This school though hedged about a course of study—too impractically academic as all courses of study are—has sought by every means to give the rural school teacher to understand that her work for the farm boys and girls should be above measure adapted to farm homes and life. This has been done and will continue to be done this way:

- (1) The courses in Agriculture made very practical.
- (2) The department of Agriculture here directed by an aggressive and practical graduate agriculturalist.
- (3) An excellent agricultural laboratory developed.
- (4) Farm clubs, girls' tomato clubs, poultry clubs, seed selection, stock judging, milk testing, studied and worked out in detail.
- (5) Farm lecture extension course taken over Oklahoma county until 1,500 farmers and farmer's wives and children at twenty-two school houses heard the gospel of the new agriculture.
- (6) Horticulture studied in the doing by teachers upon the campus.
- (7) Weekly lecture to students upon the following subjects:
Rural School, Domestic Science, Seed Selection, Stock Judging, Health and Oral Hygiene, Domestic Art, Etc.



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